



DEIS Planning: Plan to Promote: **TRANSITIONS**

Summary Plan to promote TRANSITIONS

Successful transitions promote pupils' wellbeing, attendance, engagement and sense of belonging, enabling all children to participate fully in school life from the outset. Navan Educate Together NS recognises that successful transitions contribute significantly to children's wellbeing, sense of belonging and educational progress. While key transition points include entry to Junior Infants and transfer to post-primary school, our school also supports pupils who enrol during the school year, transfer from other primary schools, or arrive from other countries. We aim to provide consistent, child-centred transition supports for all pupils and families, ensuring that every child feels welcomed, included and supported to settle successfully into our school community. We will continue to strengthen collaboration with preschools, primary schools, post-primary schools, parents and outside agencies to ensure smooth transitions for all learners.

Targets:

1. By June 2028, establish a consistent and collaborative preschool-to-school transition process, including parental consent to liaise with preschools, preschool engagement during Term 3, and structured transition information for 100% of incoming Junior Infant pupils. (L, WB)
2. By June 2028, ensure that 100% of pupils transferring into Navan Educate Together NS during the school year, including those arriving from other primary schools or other countries, participate in the school's induction and transition process within their first six weeks of enrolment. (L, WB)
3. By June 2028, ensure that 100% of pupils transferring to post-primary school, particularly those with additional needs, receive appropriate transition planning and collaboration between the school, families and receiving schools. (L, WB)
4. By June 2028, embed consistent whole-school transition practices, including the use of agreed transition documentation (including the NCCA Mo Scéal documents where appropriate), annual review of procedures, and staff collaboration so that transition practices are implemented consistently across the school. (CPD, L, WB)

When:	Actions:	Who:	Lead:	Resources:	Measurable Targets:
2025/2026	Preschool to Junior Infants - Obtain parental consent from all incoming Junior Infant families to liaise with their preschool. - Begin structured contact with preschools during Term 3. - Preschool visits (where appropriate) or discussions with preschool staff. - Junior Infant induction meeting. - Welcome pack for parents. - HSCL support, home visits where appropriate and coffee morning. - Library bags distributed. - Parent information meeting in September. - Wellbeing and settling-in activities. - Shorter school day during the first two weeks. - Targeted SCP supports where required. Mid-year and mid-school enrolments - Develop a consistent induction procedure for pupils enrolling during the school year. - Welcome meeting with parents. - School tour. - Buddy system.	Principal, Deputy Principal/SENCO, HSCL, Class Teachers, SET Team, SCP, School Secretary.	Principal / Deputy Principal (SENCO)	Mind the Gap resources, induction packs, preschool information, Aladdin, Educational Passports, library bags.	- Obtain parental consent to contact 100% of incoming Junior Infant preschools. - Contact/visit preschools for all consenting families during Term 3. - Develop and implement a whole-school induction checklist for new enrolments. - All pupils enrolling during the year receive a buddy and induction programme.

	• Wellbeing check-in after two weeks and again after six weeks. • Previous school records requested promptly. • Information shared with relevant staff before pupil commences where possible. Pupils arriving from other countries • Welcome meeting with family. • Gather information on previous schooling. • Identify language support needs. • Use translated information where available. • Assign buddy. • Provide orientation to school routines. • Regular communication with parents during first term. 6th Class Continue existing transition supports: • Mind the Gap Programme. • HSCL information sessions. • Educational Passports. • Parent supports. • Secondary school liaison. • Additional planning meetings for pupils with SEN.				
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2026/2027	Continue all previous actions and introduce: • Introduce the NCCA Mo Scéal transition documents for incoming Junior Infants (where available and appropriate). • Continue preschool visits and information sharing in Term 3. • Review induction procedures for pupils transferring from other schools. • Develop a simple transition checklist for all new enrolments. • Strengthen supports for pupils arriving from overseas through early language and wellbeing planning. • Continue secondary transition supports.	Principal, Deputy Principal (SENCO), HSCL, Class Teachers, SET Team, School Secretary, Parents, Preschools and Previous Schools.	Principal / Deputy Principal (SENCO)	NCCA <i>Mo Scéal</i> documents, whole-school induction checklist, Aladdin, welcome packs, pupil records, translation supports (where required), wellbeing resources, Educational Passports and Mind the Gap resources.	• Introduce Mo Scéal documents for all appropriate incoming Junior Infant pupils. • Review induction procedures based on staff and parent feedback. • All new international pupils have an individual transition meeting with parents within two weeks of enrolment. • The whole-school induction checklist will be used for 100% of pupils enrolling after the normal September intake.
2027/2028	• Embed all transition procedures into normal school practice. • Review effectiveness of preschool links. • Review induction process for pupils arriving during the school year. • Continue use of Mo Scéal. • Review supports for pupils arriving from other countries.	Principal, Deputy Principal (SENCO), HSCL, Class Teachers, SET Team, School Secretary, Parents, Preschools, Previous Schools, Post-	Principal / Deputy Principal (SENCO)	NCCA <i>Mo Scéal</i> documents, whole-school induction checklist, Aladdin, welcome packs, pupil records, transition documentation, wellbeing	• Transition procedures implemented consistently across all classes. • Annual review completed with agreed actions for improvement. • Parent and staff feedback demonstrates that the transition process is effective and supportive.

	- Continue strong collaboration with post-primary schools and outside agencies. - Update procedures where required following annual review.	Primary Schools and Relevant External Agencies.		resources, Educational Passports, Mind the Gap resources and annual review feedback.	The induction checklist will be reviewed following staff feedback and implemented for 100% of all new enrolments, including Junior Infants, pupils transferring from other schools and pupils arriving from other countries.
Monitoring:					
➤ Annual review by Principal, HSCL, SENCO and relevant staff. ➤ Monitor preschool contacts and visits. ➤ Monitor settling-in of Junior Infants through teacher observations. ➤ Monitor pupils transferring into the school during the year through wellbeing check-ins. ➤ Monitor transitions for pupils with SEN through collaboration with parents and outside agencies. ➤ Review parent feedback and identify improvements. ➤ Continue to monitor post-primary placements for pupils leaving 6th Class.					
Evaluation:					
➤ Annual review each June by Principal, HSCL, SENCO and relevant staff. ➤ Analyse feedback from parents, teachers and pupils where appropriate. ➤ Review the effectiveness of preschool links and mid-year induction procedures. ➤ Identify improvements for the following school year. ➤ Evaluate whether measurable targets have been achieved and update the plan accordingly.					